

**DOCUMENT RESUME**

ED 250 365

TM 640 675

AUTHOR Lord, Frederic M.  
TITLE Maximum Likelihood and Bayesian Parameter Estimation in Item Response Theory.  
INSTITUTION Educational Testing Service, Princeton, N.J.  
SPONS AGENCY Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.  
REPORT NO ETS-RR-84-30-ONR  
PUB DATE Aug 84  
CONTRACT N00014-83-C-0457  
NOTE 23p.  
PUB TYPE Information Analyses (070) -- Reports - Research/Technical (143)  
  
EDRS PRICE MF01/PC01 Plus Postage.  
DESCRIPTORS \*Bayesian Statistics; Comparative Analysis; \*Estimation (Mathematics); \*Latent Trait Theory; Mathematical Models; \*Maximum Likelihood Statistics; Testing  
\*Ability Parameters; \*Item Parameters  
  
IDENTIFIERS  
  
ABSTRACT  
There are currently three main approaches to parameter estimation in item response theory (IRT): (1) joint maximum likelihood, exemplified by LOGIST, yielding maximum likelihood estimates; (2) marginal maximum likelihood, exemplified by BILOG, yielding maximum likelihood estimates of item parameters (ability parameters can be estimated subsequently, using Bayesian procedures) and (3) Bayesian approaches--parameter estimates are usually the mode or mean of the posterior distribution of the parameter estimated. Advantages and disadvantages of these three methods are discussed and compared. (Author/BW)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

ED250365

MAXIMUM LIKELIHOOD AND BAYESIAN  
PARAMETER ESTIMATION IN  
ITEM RESPONSE THEORY

Frederic M. Lord

111  
"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

The Office of  
Naval Research

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION  
NATIONAL INSTITUTE OF EDUCATION  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it.  
Minor changes have been made to improve  
reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

This research was sponsored in part by the  
Personnel and Training Research Programs  
Psychological Sciences Division  
Office of Naval Research, under  
Contract No. N00014-83-C-0457

Contract Authority Identification Number  
NR No. 150-520

Frederic M. Lord, Principal Investigator



Educational Testing Service  
Princeton, New Jersey

August 1984

Reproduction in whole or in part is permitted  
for any purpose of the United States Government.

Approved for public release; distribution  
unlimited.

111 820675

MAXIMUM LIKELIHOOD AND BAYESIAN  
PARAMETER ESTIMATION IN  
ITEM RESPONSE THEORY

Frederic M. Lord

This research was sponsored in part by the  
Personnel and Training Research Programs  
Psychological Sciences Division  
Office of Naval Research, under  
Contract N00014-83-C-0457

Contract Authority Identification Number  
NR No. 150-520

Educational Testing Service  
Princeton, New Jersey

August 1984

Reproduction in whole or in part is permitted  
for any purpose of the United States Government.

Approved for public release; distribution  
unlimited.

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) Maximum Likelihood and Bayesian Parameter Estimation in Item Response Theory		5. TYPE OF REPORT & PERIOD COVERED Technical Report
7. AU HOR(s) Frederic M. Lord		6. PERFORMING ORG. REPORT NUMBER RR-84-30-ONR
8. CONTRACT OR GRANT NUMBER(s)		9. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS NR 150-520
11. CONTROLLING OFFICE NAME AND ADDRESS Personnel and Training Research Programs Office of Naval Research Arlington, VA 22217		12. REPORT DATE August 1984
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)		13. NUMBER OF PAGES 11
16. DISTRIBUTION STATEMENT (of this Report)		15. SECURITY CLASS. (of this report) Unclassified
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		18. DECLASSIFICATION/DOWNGRADING SCHEDULE
19. SUPPLEMENTARY NOTES		
20. KEY WORDS (Continue on reverse side if necessary and identify by block number) Mental Test Theory Bias (Statistical)		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) Advantages and disadvantages of joint maximum likelihood, marginal maximum likelihood, and Bayesian methods of parameter estimation in item response theory are discussed and compared.		

Maximum Likelihood and Bayesian Parameter Estimation in Item Response Theory

Frederic M. Lord

Abstract

Advantages and disadvantages of joint maximum likelihood, marginal maximum likelihood, and Bayesian methods of parameter estimation in item response theory are discussed and compared.

## Maximum Likelihood and Bayesian Parameter Estimation in Item Response Theory\*

There are currently three main approaches to parameter estimation in item response theory (IRT):

1. Joint maximum likelihood, exemplified by LOGIST, yielding maximum likelihood estimates (Wingersky, 1983).
2. Marginal maximum likelihood, exemplified by BILOG. This approach currently yields maximum likelihood estimates of item parameters. Ability parameters can be estimated subsequently, using Bayesian procedures (Mislevy & Bock, 1981).
3. Bayesian approaches: parameter estimates are usually the mode (or mean) of the posterior distribution of the parameter estimated (Swaminathan & Gifford, in press).

The quantity maximized by each approach is shown below for a test of  $n$  items administered to  $N$  examinees.  $P_i(\theta_a)$  is the probability of success on item  $i$  for examinee  $a$  at ability level  $\theta_a$ ,  $Q_i(\theta_a) = 1 - P_i(\theta_a)$ ,  $u_{ia}$  is the response of examinee  $a$  to item  $i$ , assumed here to be either 0 or 1, and  $g(\cdot)$  denotes a prior distribution of parameters.

Joint maximum likelihood:

$$\text{Maximize } L(\theta; a, b, c) = \prod_{a=1}^N \prod_{i=1}^n [P_i(\theta_a)]^{u_{ia}} [Q_i(\theta_a)]^{1-u_{ia}} \quad (1)$$

$$\text{or } \log L(\theta; a, b, c) = \sum_{a=1}^N \sum_{i=1}^n [u_{ia} \log P_i(\theta_a) + (1 - u_{ia}) \log Q_i(\theta_a)] .$$

---

\*This work was supported in part by contract N00014-83-C-0457, project designation NR 150-520 between the Office of Naval Research and Educational Testing Service. Reproduction in whole or in part is permitted for any purpose of the United States Government.

Marginal maximum likelihood of item parameters:

$$\text{Maximize } L(\mathbf{a}, \mathbf{b}, \mathbf{c}) = \prod_{a=1}^N \int_{-\infty}^{\infty} g(\theta_a) L(\theta_a; \mathbf{a}, \mathbf{b}, \mathbf{c}) d\theta_a . \quad (2)$$

Bayesian modal estimation:

$$\text{Maximize } f(\theta; \mathbf{a}, \mathbf{b}, \mathbf{c}) = L(\theta; \mathbf{a}, \mathbf{b}, \mathbf{c}) g_1(\theta) g_2(\theta; \mathbf{a}, \mathbf{b}, \mathbf{c}) \quad (3)$$

$$\text{or } \log f(\theta; \mathbf{a}, \mathbf{b}, \mathbf{c}) = \log L(\theta; \mathbf{a}, \mathbf{b}, \mathbf{c}) + \log g_1(\theta) + \log g_2(\theta; \mathbf{a}, \mathbf{b}, \mathbf{c}) .$$

LOGIST finds the ability and item parameter values that maximize the likelihood function of the observations. Bayesian methods typically multiply this likelihood by a prior for each of the parameters, obtaining the joint posterior distribution of the parameters, which are usually assumed to be independently distributed. The Bayesian modal estimates (BME) of all the parameters are the values at the mode of this joint posterior distribution. Marginal maximum likelihood multiplies the original likelihood by a prior on ability, eliminates the ability parameters by integration, and obtains maximum likelihood estimates of the item parameters by maximizing the resulting 'marginal' likelihood function. Supplementary Bayesian procedures may be used to obtain ability parameter estimates. Bayesian priors on item parameters may also be used in MMLE.

When approximately parallel test forms are administered year after year to similar populations of examinees, it becomes possible to deduce appropriate prior distributions for the item and the ability parameters from past results. In such a situation, Bayesian procedures should certainly yield better parameter estimates than maximum likelihood, since Bayesian procedures make use of more information. Even in the absence of data from previous administrations, Bock's BILOG is able to work with a reasonable prior distribution of ability generated directly just from the current data.

Marginal maximum likelihood has an important advantage over joint maximum likelihood, since it can estimate item parameters without having to estimate ability parameters. The advantage is not one of computational speed but rather of theoretical accuracy. When there are one or two thousand examinees and 40 or more items per person, there will be a little difference between the estimates. In cases where there are only 10 or 15 items per person, joint maximum likelihood will obtain biased estimates of ability parameters, especially at low ability levels. This then causes the item parameters to be misestimated, even though the number of examinees per item is large.

Let us turn now to Bayesian procedures. From the mathematical statistician's point of view, one clear virtue of Bayesian methods is that if the posterior mean is used as a parameter estimate, this estimator minimizes the overall mean squared error of estimation, provided the appropriate prior distribution is used. In the case of ability parameters, for example, the quantity minimized is

$$MSE = E(\hat{\theta}_a - \theta_a)^2 , \quad (4)$$

where  $\hat{\theta}$  is an estimate of  $\theta$  and  $E$  denotes expectation over all examinees. The posterior mean achieves this important result by accepting increased estimation bias in return for reduced MSE. The BME does not minimize this MSE unless the mode of the posterior distribution coincides with its mean, which is not the case in IRT estimation problems. Nevertheless, the BME may be close to the posterior mean.

Why does the posterior mean do better than the maximum likelihood estimate (MLE) in minimizing MSE? When item parameters are known, the MLE of ability assigned to a given response pattern must always be the same. In Bayesian methods, however, the ability estimate assigned to a given response pattern depends on the characteristics of the entire group analyzed. It is this additional flexibility that allows Bayesian methods to obtain a smaller MSE.

Figure 1 shows the bias, estimated by asymptotic formula (7) accurate through terms of order  $1/n$ , for the BME of  $\theta$  (dashed curve) based on a normal prior and for the MLE of  $\theta$  (solid curve), calculated for an 90-item SAT Verbal test that first came to hand, using the three-parameter logistic model. The values shown in the figure assume the item parameters to be known.

The MLE and the BME are biased in opposite directions. The BME is more biased than the MLE. Note that neither bias is linearly related to  $\theta$ ; consequently, the bias cannot be corrected by a simple linear transformation of the estimates.

When a normal prior is used for  $\theta$ , the asymptotic standard error of the BME and of the MLE for estimated  $\theta$  are identical to the usual order of approximation ( $1/n$ ). The (familiar) formula for both asymptotic standard

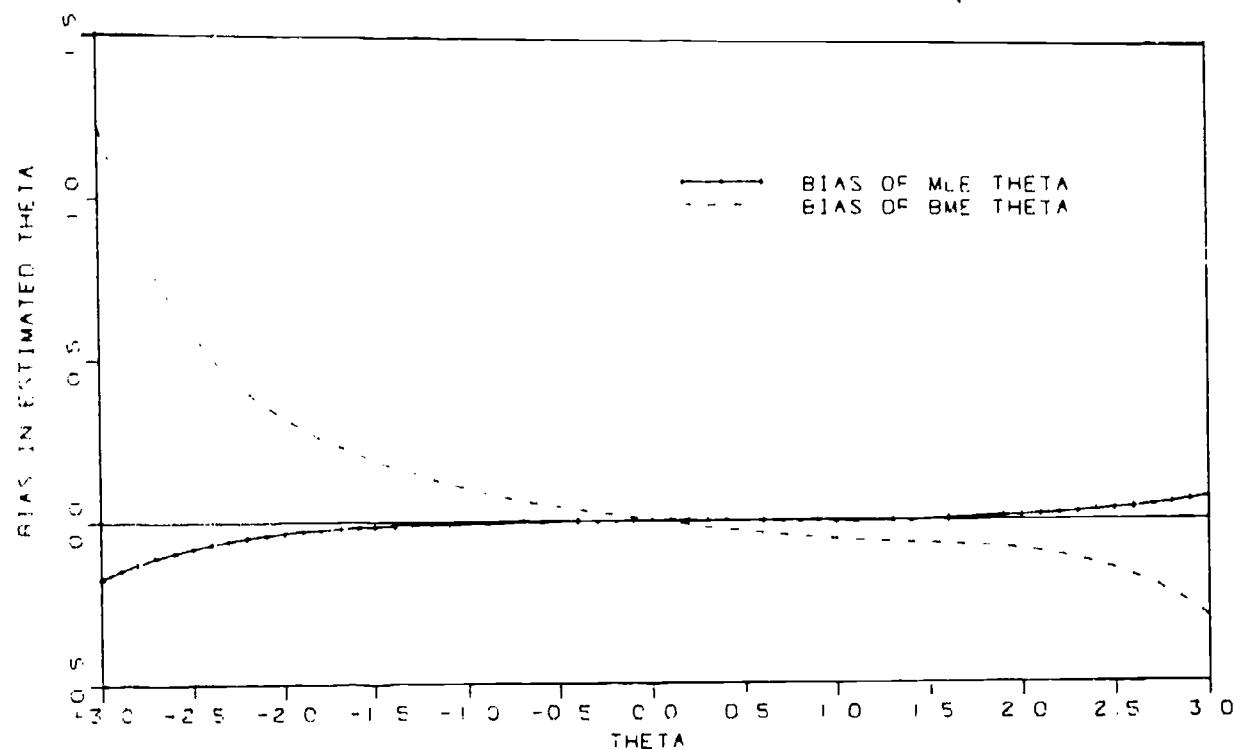


Figure 1. Bias in estimated ability for an 90-item SAT Verbal test.

errors is

$$S.E.(\hat{\theta}) = \left( \sum_{i=1}^n \frac{p_i'^2}{p_i' Q_i} \right)^{-1/2} , \quad (5)$$

the square root of the reciprocal of the test information function (I). This is also the asymptotic formula for both MSE's. If the S.E. were written out including higher order terms, the Bayesian S.E. would be smaller than the maximum likelihood S.E. by an amount of order  $1/n^2$ .

The asymptotic bias in the MLE in the three-parameter logistic model is (Lord, 1983)

$$Bias(MLE(\theta)) = \frac{D}{I^2} \sum_{i=1}^n a_i l_i (\phi_i - \frac{1}{2}) \quad (6)$$

where  $D = 1.7$ ,  $l_i \equiv \frac{p_i'^2}{p_i' Q_i}$ ,  $p_i' \equiv \frac{\partial p_i}{\partial \theta}$ ,  $\phi_i \equiv \frac{p_i - c_i}{1 - c_i}$ ,

and  $a_i$  and  $c_i$  are the discrimination parameter and lower asymptote for item  $i$ . The asymptotic bias for the BME is found by the same method to be

$$Bias(BME(\theta)) = Bias(MLE(\theta)) - \frac{\theta}{I} . \quad (7)$$

Both (6) and (7) are of order  $1/n$ .

Because of the bias in the BME, which is best described as regression towards the mean, the variance of the BME across examinees is less than the

variance of the true  $\theta$  values. Many people apply a linear transformation to the BME's in an attempt to make the variance (across examinees) of the resulting transformed estimates equal to the variance of the true  $\theta$  values. This procedure is only a rough approximation, since it is based on an assumption of linear regression of BME on  $\theta$ , whereas the true regression is curvilinear. From the mathematical statistician's point of view, a linearly transformed BME or posterior mean, or a curvilinearly transformed BME or posterior mean, are nonstandard types of estimators. Such transformed estimators no longer have the property of minimizing MSE.

A further problem arises: 'Minimizing MSE on the  $\theta$  scale is not the same as minimizing MS<sub>b</sub> on the true-score scale, or on some other transformed ability scale. Bayesian estimates of ability will differ in a substantive way depending on the scale chosen for measuring ability. This problem does not arise in maximum likelihood estimation.

Although minimizing MSE on the  $\theta$  scale seems appropriate to many people, the writer believes it is inappropriate. Large differences in  $\theta$ 's at the extremes of the ability scale are of very much less importance for most practical purposes than smaller differences in the middle of the scale. If the extremes of the scale were important to us, we would be putting more easy items or more hard items in our tests. An average of squared differences, averaged over all parts of the scale, is thus not of real interest. A procedure that attempts to minimize such an average will devote most effort to minimizing the large squared differences found at the extremes of the scale, thus partially neglecting more important differences near the middle of the scale.

In the case of item-parameter estimation, the idea of minimizing the MSE of the item parameter estimates seems inappropriate for a different reason. If the item parameter estimates are to be used for equating, for example, the appropriate quantity to minimize is the squared error in the final equating tables, not the MSE of the item parameters. If the items are to be used for subsequent adaptive testing, the appropriate criterion is a mean squared error of the resulting examinee score on the adaptive test.

A thought-provoking circumstance is the following: Suppose the true prior distribution of each item parameter and ability parameter were known. Given repeated testings over a few years, we can actually come close to this. The leading Bayesian IRT practitioners prefer not to use such a 'tight' prior; they prefer to use a more diffuse prior that produces less regression of the estimates towards the mean. This attitude derives from practical considerations rather than from Bayesian logic.

Use of Bayesian priors, even diffuse priors, has several practical advantages that are widely appreciated:

1. Ability estimates ( $\hat{\theta}$ ) on the  $\theta$  scale are automatically restricted to a reasonable range. Infinite estimates do not occur.
2. Item discrimination parameter estimates never try to become infinite.
3. Estimated lower asymptotes do not come out at implausible values, even in the case of very easy items that provide no relevant data for estimating the asymptotes.

The last two advantages convince the writer that Bayesian priors should probably be used for the discrimination and the lower-asymptote parameters. Regression towards the mean in estimates of these parameters has less serious implications than in the case of the ability and difficulty parameters.

When ability parameter estimates are regressed towards the mean, an examinee's score (  $\hat{\theta}$  or some transformation of  $\hat{\theta}$  ) depends not only on the examinee's test performance, but also on the nature of the entire group in which he or she happens to be included. If the group as a whole is a low-ability group, the examinee's score may be regressed downwards; if it is a high-ability group, the examinee's score may be regressed upwards. If the group is heterogeneous, the regression effect may be small; if the group is homogeneous, the regression effect could be large. If the test is long and reliable, the regression of scores may be relatively small; if the test is short and unreliable, the regression effect could be of serious concern.

We need more practical experience in dealing with these problems in real situations. If our work deals with a single test and a single group of examinees, regressed ability estimates may pose no problem, because the rank order of the examinees' scores will be little affected. If our work deals with comparisons of individuals across groups and across tests, with data analyses made at different times, we may want more experience before we decide exactly how to obtain acceptable results for large-scale testing programs. Bayesian methods may be the ultimate recourse, but we need considerable experience with them before we can be sure how to use them safely.

References

Lord, F. M. Unbiased estimators of ability parameters, of their variance, and of their parallel-forms reliability. Psychometrika, 1983, 48, 233-245.

Mislevy, R. J. & Bock, R. D. BILOG--Maximum likelihood item analysis and test scoring: LOGISTIC model. Chicago: International Educational Services, 1981.

Swaminathan, H. & Gifford, J. A. Estimation in the three-parameter latent trait model. In D. J. Weiss (Ed.), New horizons in testing. New York: Academic Press, in press.

Wingersky, M. S. LOGIST: A program for computing maximum likelihood procedures for logistic test models. In R. K. Hambleton (Ed.), Applications of item response theory. Vancouver: Educational Research Institute of British Columbia, 1983.

Navy

Navy

1 Dr. Nick Bond  
 Office of Naval Research  
 Liaison Office, Far East  
 APO San Francisco, CA 96303

1 Dr. Norman J. Kerr  
 Chief of Naval Education and Training  
 Code 00A2  
 Naval Air Station  
 Pensacola, FL 32508

1 Lt. Alexander Bory  
 Applied Psychology  
 Measurement Division  
 NAMRL  
 NAS Pensacola, FL 32508

1 Dr. Leonard Kroeker  
 Navy Personnel R&D Center  
 San Diego, CA 92152

1 Dr. Robert Breaux  
 NAVTRAEEQUIPCEN  
 Code N-095R  
 Orlando, FL 32813

1 Daryll Lang  
 Navy Personnel R&D Center  
 San Diego, CA 92152

1 Dr. Robert Carroll  
 NAVOP 115  
 Washington, DC 20370

1 Dr. William L. Maloy (02)  
 Chief of Naval Education and Training  
 Naval Air Station  
 Pensacola, FL 32508

1 Dr. Stanley Collyer  
 Office of Naval Technology  
 800 N. Quincy Street  
 Arlington, VA 22217

1 Dr. James McBride  
 Navy Personnel R&D Center  
 San Diego, CA 92152

1 CDR Mike Curran  
 Office of Naval Research  
 800 N. Quincy St.  
 Code 270  
 Arlington, VA 22217

1 Dr. William Montague  
 NRPDC Code 13  
 San Diego, CA 92152

1 Dr. John Ellis  
 Navy Personnel R&D Center  
 San Diego, CA 92252

1 Technical Director  
 Navy Personnel R&D Center  
 San Diego, CA 92152

1 DR. PAT FEDERICO  
 Code P13  
 NRPDC  
 San Diego, CA 92152

6 Personnel & Training Research Group  
 Code 442PT  
 Office of Naval Research  
 Arlington, VA 22217

1 Mr. Paul Foley  
 Navy Personnel R&D Center  
 San Diego, CA 92152

1 Dr. Carl Ress  
 CNET-PDCD  
 Building 90  
 Great Lakes NTC, IL 60088

1 Mr. Dick Hoshaw  
 NAVOP-135  
 Arlington Annex  
 Room 2834  
 Washington, DC 20350

1 Mr. Drew Sands  
 NRPDC Code 62  
 San Diego, CA 92152

1 Mary Schratz  
 Navy Personnel R&D Center  
 San Diego, CA 92152

Navy

1 Dr. Robert G. Smith  
Office of Chief of Naval Operations  
OP-987H  
Washington, DC 20350

1 Dr. Alfred F. Smode  
Senior Scientist  
Code 7B  
Naval Training Equipment Center  
Orlando, FL 32813

1 Dr. Richard Snow  
Liaison Scientist  
Office of Naval Research  
Branch Office, London  
Box 39  
FPO New York, NY 09510

1 Dr. Richard Sorensen  
Navy Personnel R&D Center  
San Diego, CA 92152

1 Dr. Frederick Steinheiser  
CNO - OP:15  
Navy Annex  
Arlington, VA 20370

1 Mr. Brad Sympson  
Navy Personnel R&D Center  
San Diego, CA 92152

1 Dr. Frank Vicino  
Navy Personnel R&D Center  
San Diego, CA 92152

1 Dr. Ronald Weitzman  
Naval Postgraduate School  
Department of Administrative  
Sciences  
Monterey, CA 93940

1 Dr. Douglas Wetzel  
Code 12  
Navy Personnel R&D Center  
San Diego, CA 92152

1 DR. MARTIN F. WISKOFF  
NAVY PERSONNEL R&D CENTER  
SAN DIEGO, CA 92152

1 Mr. John H. Wolfe  
Navy Personnel R&D Center  
San Diego, CA 92152

Navy

1 Dr. Wallace Wulfeck, III  
Navy Personnel R&D Center  
San Diego, CA 92152

## Civilian Agencies

1 Dr. Patricia A. Butler  
NIE-BRN Bldg, Stop 6 7  
1200 19th St., NW  
Washington, DC 20208

1 Dr. Vern W. Urry  
Personnel R&D Center  
Office of Personnel Management  
1900 E Street NW  
Washington, DC 20415

1 Mr. Thomas A. Warm  
U. S. Coast Guard Institute  
P. O. Substation 18  
Oklahoma City, OK 73169

1 Dr. Joseph L. Young, Director  
Memory & Cognitive Processes  
National Science Foundation  
Washington, DC 20550

## Private Sector

1 Dr. Erling B. Andersen  
Department of Statistics  
Studiestraede 6  
1455 Copenhagen  
DENMARK

1 Dr. Isaac Bejar  
Educational Testing Service  
Princeton, NJ 08450

1 Dr. Manucha Birenbaum  
School of Education  
Tel Aviv University  
Tel Aviv, Ramat Aviv 69978  
Israel

1 Dr. Werner Birke  
Personalstabsoffizier der Bundeswehr  
D-5000 Koeln 90  
WEST GERMANY

1 Dr. R. Darrell Bock  
Department of Education  
University of Chicago  
Chicago, IL 60637

1 Mr. Arnold Bohrer  
Section of Psychological Research  
Caserne Petits Chateau  
CRS  
1000 Brussels  
Belgium

1 Dr. Robert Brennan  
American College Testing Programs  
P. O. Box 168  
Iowa City, IA 52243

1 Dr. Glenn Bryan  
6208 Pce Road  
Bethesda, MD 20817

1 Dr. Ernest R. Cadotte  
307 Stokely  
University of Tennessee  
Knoxville, TN 37916

1 Dr. John B. Carroll  
409 Elliott Rd.  
Chapel Hill, NC 27514

## Private Sector

1 Dr. Norman Cliff  
 Dept. of Psychology  
 Univ. of So. California  
 University Park  
 Los Angeles, CA 90007

1 Dr. Hans Crombag  
 Education Research Center  
 University of Leyden  
 Boerhaavelaan 2  
 2334 EN Leyden  
 The NETHERLANDS

1 Lee Cronbach  
 16 Laburnum Road  
 Atherton, CA 94205

1 CTB/McGraw-Hill Library  
 2500 Garden Road  
 Monterey, CA 93940

1 Mr. Timothy Davey  
 University of Illinois  
 Department of Educational Psychology  
 Urbana, IL 61801

1 Dr. Dattpradad Divgi  
 Syracuse University  
 Department of Psychology  
 Syracuse, NY 13210

1 Dr. Emmanuel Donchin  
 Department of Psychology  
 University of Illinois  
 Champaign, IL 61820

1 Dr. Hei-Ki Dong  
 Ball Foundation  
 Room 314, Building B  
 800 Roosevelt Road  
 Glen Ellyn, IL 60137

1 Dr. Fritz Drasgow  
 Department of Psychology  
 University of Illinois  
 603 E. Daniel St.  
 Champaign, IL 61820

1 Dr. Stephen Dunbar  
 Lindquist Center for Measurement  
 University of Iowa  
 Iowa City, IA 52242

## Private Sector

1 Dr. John M. Eddins  
 University of Illinois  
 252 Engineering Research Laboratory  
 103 South Mathews Street  
 Urbana, IL 61801

1 Dr. Susan Embertson  
 PSYCHOLOGY DEPARTMENT  
 UNIVERSITY OF KANSAS  
 Lawrence, KS 66045

1 ERIC Facility Acquisitions  
 4833 Rugby Avenue  
 Bethesda, MD 20014

1 Dr. Benjamin A. Fairbark, Jr.  
 Performance Metrics, Inc.  
 5825 Callaghan  
 Suite 225  
 San Antonio, TX 78228

1 Dr. Leonard Feldt  
 Lindquist Center for Measurement  
 University of Iowa  
 Iowa City, IA 52242

1 Univ. Prof. Dr. Gerhard Fischer  
 Liebigasse 5/3  
 A 1010 Vienna  
 AUSTRIA

1 Professor Donald Fitzgerald  
 University of New England  
 Armidale, New South Wales 2351  
 AUSTRALIA

1 Dr. Dexter Fletcher  
 University of Oregon  
 Department of Computer Science  
 Eugene, OR 97403

1 Dr. John R. Frederiksen  
 Bolt Beranek & Newman  
 50 Moulton Street  
 Cambridge, MA 02138

1 Dr. Janice Gifford  
 University of Massachusetts  
 School of Education  
 Amherst, MA 01002

## Private Sector

1 Dr. Robert Glaser  
 Learning Research & Development Center  
 University of Pittsburgh  
 3939 O'Hara Street  
 PITTSBURGH, PA 15260

1 Dr. Marvin D. Glock  
 217 Stone Hall  
 Cornell University  
 Ithaca, NY 14853

1 Dr. Bert Green  
 Johns Hopkins University  
 Department of Psychology  
 Charles & 34th Street  
 Baltimore, MD 21218

1 DR. JAMES G. GREENO  
 LRDC  
 UNIVERSITY OF PITTSBURGH  
 3939 O'HARA STREET  
 PITTSBURGH, PA 15213

1 Dipl. Pad. Michael N. Haben  
 Universitat Dusseldorf  
 Erziehungswissenschaftliches Inst. II  
 Universitätsstr. 1  
 D-4000 Dusseldorf 1  
 WEST GERMANY

1 Dr. Ron Haableton  
 School of Education  
 University of Massachusetts  
 Amherst, MA 01002

1 Prof. Lutz F. Horne  
 Universitat Dusseldorf  
 Erziehungswissenschaftliches Inst. II  
 Universitätsstr. 1  
 Dusseldorf 1  
 WEST GERMANY

1 Dr. Paul Horst  
 677 G Street, #184  
 Chula Vista, CA 90010

1 Dr. Lloyd Humphreys  
 Department of Psychology  
 University of Illinois  
 603 East Daniel Street  
 Champaign, IL 61820

## Private Sector

1 Dr. Steven Hunka  
 Department of Education  
 University of Alberta  
 Edmonton, Alberta  
 CANADA

1 Dr. Jack Hunter  
 2122 Colidge St.  
 Lansing, MI 48906

1 Dr. Huynh Huynh  
 College of Education  
 University of South Carolina  
 Columbia, SC 29208

1 Dr. Douglas H. Jones  
 Advanced Statistical Technologies  
 Corporation  
 10 Trafalgar Court  
 Lawrenceville, NJ 08148

1 Professor John A. Keats  
 Department of Psychology  
 The University of Newcastle  
 N.S.W. 2308  
 AUSTRALIA

1 Dr. William Koch  
 University of Texas-Austin  
 Measurement and Evaluation Center  
 Austin, TX 78703

1 Dr. Thomas Leonard  
 c/o Dr. Melvin R. Novick  
 Lindquist Center for Measurement  
 University of Iowa  
 Iowa City, IA 52242

1 Dr. Alan Lesgold  
 Learning R&D Center  
 University of Pittsburgh  
 3939 O'Hara Street  
 Pittsburgh, PA 15260

1 Dr. Michael Levine  
 Department of Educational Psychology  
 210 Education Bldg.  
 University of Illinois  
 Champaign, IL 61801

### Private Sector

1 Dr. Charles Lewis  
Faculteit Sociale Wetenschappen  
Rijksuniversiteit Groningen  
Oude Boteringestraat 23  
9712GC Groningen  
Netherlands

1 Dr. Robert Linn  
College of Education  
University of Illinois  
Urbana, IL 61801

1 Dr. Robert Lockman  
Center for Naval Analysis  
210 North Beauregard St.  
Alexandria, VA 22311

1 Dr. Frederic M. Lord  
Educational Testing Service  
Princeton, NJ 08541

1 Dr. James Lumsden  
Department of Psychology  
University of Western Australia  
Nedlands W.A. 6009  
AUSTRALIA

1 Dr. Gary Marco  
Stop 31-E  
Educational Testing Service  
Princeton, NJ 08451

1 Mr. Robert McKinley  
American College Testing Programs  
P.O. Box 168  
Iowa City, IA 52243

1 Dr. Barbara Means  
Human Resources Research Organization  
300 North Washington  
Alexandria, VA 22314

1 Dr. Robert Mislevy  
711 Illinois Street  
Geneva, IL 60134

1 Dr. W. Alan Nicewander  
University of Oklahoma  
Department of Psychology  
Oklahoma City, OK 73069

### Private Sector

1 Dr. Melvin R. Novick  
356 Linquist Center for Measurement  
University of Iowa  
Iowa City, IA 52242

1 Dr. James Olson  
WICAT, Inc.  
1875 South State Street  
Orem, UT 84057

1 Wayne M. Patience  
American Council on Education  
GED Testing Service, Suite 20  
One Dupont Circle, NW  
Washington, DC 20036

1 Dr. Jaaes Paulson  
Dept. of Psychology  
Portland State Unive3rsity  
P.O. Box 751  
Portland, OR 97207

1 Dr. Mark D. Reckase  
ACT  
P. O. Box 168  
Iowa City, IA 52243

1 Dr. Lawrence Rudner  
403 Elm Avenue  
Takoma Park, MD 20912

1 Dr. J. Ryan  
Department of Education  
University of South Carolina  
Columbia, SC 29208

I PROF. FUMIKO SAMEJIMA  
DEPT. OF PSYCHOLOGY  
UNIVERSITY OF TENNESSEE  
KNOXVILLE, TN 37916

1 Frank L. Schmidt  
Department of Psychology  
Bldg. 66  
George Washington University  
Washington, DC 20052

1 Lowell Schoer  
Psychological & Quantitative  
Foundations  
College of Education  
University of Iowa  
Iowa City, IA 52242

## BEST OF THE MONTH

## Private Sector

1 Dr. Kazuo Shigematsu  
7-9-24 Kugenuma-Kaigan  
Fujisawa 251  
JAPAN

1 Dr. William Sims  
Center for Naval Analysis  
200 North Beauregard Street  
Alexandria, VA 22311

1 Dr. H. Wallace Sinaiko  
Program Director  
Manpower Research and Advisory Services  
Smithsonian Institution  
801 North Pitt Street  
Alexandria, VA 22314

1 Martha Stocking  
Educational Testing Service  
Princeton, NJ 08541

1 Dr. Peter Stoloff  
Center for Naval Analysis  
200 North Beauregard Street  
Alexandria, VA 22311

1 Dr. William Stout  
University of Illinois  
Department of Mathematics  
Urbana, IL 61801

1 Dr. Hariharan Swaminathan  
Laboratory of Psychometric and  
Evaluation Research  
School of Education  
University of Massachusetts  
Amherst, MA 01003

1 Dr. Kikumi Tatsuoka  
Computer Based Education Research Lab  
252 Engineering Research Laboratory  
Urbana, IL 61801

1 Dr. Maurice Tatsuoka  
220 Education Bldg  
1310 S. Sixth St.  
Champaign, IL 61820

1 Dr. David Thissen  
Department of Psychology  
University of Kansas  
Lawrence, KS 66044

## Private Sector

BEST CANDIDATE

1 Mr. Gary Thomasson  
University of Illinois  
Department of Educational Psychology  
Champaign, IL 61820

1 Dr. Robert Tsutakawa  
Department of Statistics  
University of Missouri  
Columbia, MO 65201

1 Dr. Ledyard Tucker  
University of Illinois  
Department of Psychology  
603 E. Daniel Street  
Champaign, IL 61820

1 Dr. V. R. R. Uppuluri  
Union Carbide Corporation  
Nuclear Division  
P. O. Box Y  
Oak Ridge, TN 37830

1 Dr. David Vale  
Assessment Systems Corporation  
2237 University Avenue  
Suite 310  
St. Paul, MN 55114

1 Dr. Howard Wainer  
Division of Psychological Studies  
Educational Testing Service  
Princeton, NJ 08540

1 Dr. Ming-Mei Wang  
Lindquist Center for Measurement  
University of Iowa  
Iowa City, IA 52242

1 Dr. Brian Waters  
HuRRD  
300 North Washington  
Alexandria, VA 22314

1 Dr. David J. Weiss  
N660 Elliott Hall  
University of Minnesota  
75 E. River Road  
Minneapolis, MN 55455

1 Dr. Rand R. Wilcox  
University of Southern California  
Department of Psychology  
Los Angeles, CA 90007

## Private Sector

## 1 German Military Representative

ATTN: Wolfgang Willedegrube  
Streitkraefteamt  
D-5300 Bonn 2  
4000 Brandywine Street, NW  
Washington , DC 20016

## 1 Dr. Bruce Williams

Department of Educational Psychology  
University of Illinois  
Urbana, IL 61801

## 1 Ms. Marilyn Wingersky

Educational Testing Service  
Princeton, NJ 08541

## 1 Dr. George Wong

Biostatistics Laboratory  
Memorial Sloan-Kettering Cancer Center  
1275 York Avenue  
New York, NY 10021

## 1 Dr. Wendy Yen

CTB/McGraw Hill  
Del Monte Research Park  
Monterey, CA 93940